

Leadership Excellence and Gender in Organizations

Barriers to effective mentoring practices in academia: challenges to equitable faculty support in movement into senior ranks

Heather Metcalf
metcalf@awis.org

Lara dos Passos Coggin

Follow this and additional works at: <https://docs.lib.purdue.edu/cgg>



Part of the [Communication Commons](#), [Human Resources Management Commons](#), [Organizational Behavior and Theory Commons](#), [Political Science Commons](#), [Psychology Commons](#), and the [Sociology Commons](#)

Recommended Citation

Metcalf, H., and Coggin, L. P. (2016). *Barriers to effective mentoring practices in academia: challenges to equitable faculty support in movement into senior ranks*. Paper presented at Closing the Gender Gap: Advancing Leadership and Organizations. DOI: 10.5703/1288284316080

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

This case study uses a critical mixed-methods approach to investigate the results of an online mentoring survey, completed by 207 tenure-eligible and recently tenured faculty at a large, public, research-extensive university. Drawing on critical theory and methodology, we pair statistical and discourse analyses with particular attention to intersectional faculty identities and disciplinary cultures to provide new insights into effective faculty mentoring research, cultures and practices. Through these analyses, we explore the structure and quality of mentoring relationships and the influence of these relationships on equitable mentoring outcomes related to retention, promotability, and productivity for a diversity of faculty.

Keywords: STEM, effective faculty mentoring, equity, intersectionality, leadership